Title II Tips for Reporting
Pass Rate Templates

Section 205 of Title II of the *Higher Education Act* (as amended in 2008) requires teacher preparation programs to report data on the assessments used for teacher certification or licensure by the state. These data include the number of test takers, the number who passed, the pass rate, the average scaled score and the minimum passing score for each assessment. States must report these data for each IHE (traditional and alternative routes) and non-IHE-based alternative route. For Title II reporting, all traditional teacher preparation programs at a single IHE are to be considered a single program. Similarly, all alternative routes at a single IHE are to be considered a single program.

Pass rate data will be reported at the single assessment level and at the summary level. At the single assessment level, pass rate data for each assessment taken by each group of students will be aggregated into a state summary pass rate. At the summary level, the pass rate data for each completer group will be aggregated to present the percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. Summary pass rates will not be computed for the enrolled groups of students as it is expected that they will not have declared their area of specialization, and the number and types of tests required for their areas of specialization would be unknown. The pass rate data for the traditional routes will be reported separately from the pass rate data for the alternative routes.

Pass rate percentages will be reported to the nearest whole percent (i.e., 98 percent, not 98.2 percent or 98.23 percent). Rounding will use the third (thousandths) digit, and in some cases the next after that (fourth). For example, 98.49 percent would become 98 percent; 98.50 would become 99 percent. Note that percentages of 99.50 and above will be rounded to 100 percent.

Data templates are provided to report pass rates and related data. These templates are provided in Excel format (.xls) and are required to be used to report pass rate data. You can also download a data template from the institutional (IPRC) or state (SRS) reporting systems. Once you have downloaded and saved a file, you can work in that file without being logged into the reporting system.

This document contains the following information to help you prepare your pass rate files:
- A description of the variables in the pass rate templates
- A file preparation troubleshooting checklist
- Definitions

Pass rate files will undergo rigorous system checks as they are uploaded. Any errors will be reported immediately to you in an error message. Some errors will prevent you from uploading the file(s). Some errors must be corrected after the file is uploaded. To avoid these errors, please review the troubleshooting checklist before submitting or uploading pass rate files. See the *Reporting Reference and User Manual* for more information about pass rate reporting.

Variables

GROUP	DESCRIPTION
1	All enrolled students who have completed all nonclinical courses
2	Other enrolled students
3	All program completers, current year
4	All program completers, prior year
5	All program completers, two years prior
6	All program completers, combined three years (summary pass rate files only)

TESTCOMPANY	DESCRIPTION
1	Educational Testing Service (ETS)
2	Evaluation Systems group of Pearson
3	College Board
4	American Board for Certification of Teacher Excellence (ABCTE)
5	American Council on the Teaching of Foreign Languages (ACTFL)
98	State
99	Other

Table D1

Use for: single assessment pass rates for traditional teacher preparation programs within IHEs
Filename: TableD1.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
ASSESSMENTCODE	Unique code to identify the assessment	8	Text
ASSESSMENTNAME	Name of the assessment	50	Text
TESTCOMPANY	Use code to identify test company	8	Numeric
LOWSCORE	Lowest possible score on assessment	8	Numeric
HIGHSCORE	Highest possible score on assessment	8	Numeric
CUTSCORE	Minimum passing score on assessment	8	Numeric
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
AVGSCALED	Average scaled score on assessment	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide pass rate on assessment	8	Numeric
STAVGSCALED	Statewide average scaled score on assessment	8	Numeric

Variables *continued*

Use for: summary pass rates for traditional teacher preparation programs within IHEs
Filename: TableD2.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide summary pass rate	8	Numeric

Table D3

Use for: single assessment pass rates for alternative teacher preparation programs within IHEs
Filename: TableD3.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
ASSESSMENTCODE	Unique code to identify the assessment	8	Text
ASSESSMENTNAME	Name of the assessment	50	Text
TESTCOMPANY	Use code to identify test company	8	Numeric
LOWSCORE	Lowest possible score on assessment	8	Numeric
HIGHSCORE	Highest possible score on assessment	8	Numeric
CUTSCORE	Minimum passing score on assessment	8	Numeric
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
AVGSCALED	Average scaled score on assessment	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide pass rate on assessment	8	Numeric
STAVGSCALED	Statewide average scaled score on assessment	8	Numeric

Variables *continued*

Table D4

Use for: summary pass rates for alternative teacher preparation programs within IHEs
Filename: TableD4.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide summary pass rate	8	Numeric

Table D5

Use for: single assessment pass rates for alternative teacher preparation programs outside of IHEs
Filename: TableD5.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
ASSESSMENTCODE	Unique code to identify the assessment	8	Text
ASSESSMENTNAME	Name of the assessment	50	Text
TESTCOMPANY	Use code to identify test company	8	Numeric
LOWSCORE	Lowest possible score on assessment	8	Numeric
HIGHSCORE	Highest possible score on assessment	8	Numeric
CUTSCORE	Minimum passing score on assessment	8	Numeric
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
AVGSCALED	Average scaled score on assessment	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide pass rate on assessment	8	Numeric
STAVGSCALED	Statewide average scaled score on assessment	8	Numeric

Variables *continued*

Use for: summary pass rates for alternative teacher preparation programs outside of IHEs
Filename: TableD6.xls

Field Name	Description	Max Length	Field Type
INSTCODE	Unique code to identify the institution	6	Text
INSTNAME	Name of the institution	100	Text
GROUP	Use code to identify status of students	8	Numeric
TAKERS	Number of test takers	8	Numeric
PASSERS	Of total test takers, number who passed	8	Numeric
PASSRATE	Percentage of test takers who passed	8	Numeric
STAVGPASSRATE	Statewide summary pass rate	8	Numeric

✓ Troubleshooting Check List

❑ The files CANNOT contain any commas. Make sure that the text fields do not contain commas.

❑ An **Institutional Code [INSTCODE]** is required for each institution. **Institutional Codes** must be unique to each institution, but can be the same for a traditional and alternative route at the same institution. For example, the Institutional Code for the traditional route at Teachers College can be 100, and the Institutional Code for the alternative route at Teachers College can also be 100. However, the Institutional Code for the traditional route at Educators University cannot be 100, since this is the Institutional Code for Teachers College.

❑ Institutional Codes should match the codes used in prior years.

❑ An **Institutional Name [INSTNAME]** is required for each institution. **Institutional Names** must be unique to each institution, but can be the same for a traditional and alternative route at the same institution.

❑ Please check the **Institutional Name** to ensure uniformity. Verify that the names are spelled correctly. If you use abbreviations, make sure they are used consistently.

❑ The **Assessment Code [ASSESSMENTCODE]** and **Assessment Name [ASSESSMENTNAME]** must be unique to each test. They also should match the codes and names given by the testing companies and/or your state. Frequently we see incomplete names (for example, Biology rather than Biology Content Knowledge) or inconsistent Assessment Codes.

❑ You cannot use the same **Assessment Code** for tests with two different names or the same **Assessment Name** for tests with two different Assessment Codes. If a test has been changed and given a different code, but the name was not changed, you must make an adjustment to the test name with the different code. For example, if test 151 was revised, and the code for the revised test is 251, add the word "Revised" to the end of the Assessment Name for the test with Assessment Code 251.

❑ **Assessment Names** and **Assessment Codes** must be used uniformly throughout tables D1-D6. Assessment Code 100 cannot have the Assessment Name Mathematics in Table D3 if Assessment Code 100 has the Assessment Name Reading in Table D1.

❑ Use the code (1-5, 98, 99) to identify the **Test Company [TESTCOMPANY]** for each assessment. If all of the tests in the file are from the same company, this variable will have the same value for each test.

❑ The **Low Score [LOWSCORE]** is the lowest possible score that a test taker can get on the assessment. This is not the lowest score observed or achieved by the test takers. It is possible for many tests to have the same **Low Score**. This information should be available from the testing company.

❑ The **High Score [HIGHSCORE]** is the highest possible score that a test taker can get on the assessment. This is not the highest score observed or achieved by the test takers. It is possible for many tests to have the same **High Score**. This information should be available from the testing company.

❑ The **Cut Score [CUTSCORE]** is the minimum passing score on the assessment. It is possible for many tests to have the same **Cut Score**. This information should be available from the testing company.

❑ Use the code (1-6) to identify the **Group [GROUP]** of students taking the assessments. Once a student becomes a program completer, he or she is no longer included in the enrolled student groups. It is possible for a student to be in the same cohort for more than one year. It is possible to have zero students in the "all enrolled students who have completed all nonclinical courses" group if clinical experiences are incorporated throughout the teacher preparation program. See the Glossary section of this document for the definition of enrolled student and program completer.

❑ Group 6 will only be used in Tables D2, D4 or D6 when an institution as a whole is submitting fewer than 10 completers in two of the last three, or all three, years being reported. Group 6 will include the completers from all three years being reported.

❑ The number of test **Takers [TAKERS]** must be a number equal to or greater than zero, even if it is fewer than 10. If the record is left blank, it will not be loaded. Do not include tests in the file that had zero test takers.

❑ The **Average scaled score [AVGSCALED]** must be a number equal to or greater than zero. See the Definitions section of this document for the definition of scaled score. The average scaled score should be blank if there are fewer than 10 test takers.

❑ The number **Passing [PASSERS]** should be blank if there are fewer than 10 test takers. It must also be less than or equal to the number of takers.

❑ The **Pass rate [PASSRATE]** should be blank if there are fewer than 10 test takers. It must be equal to the number of passers divided by the number of takers.

❑ **Pass rate** percentages will be reported to the nearest whole percent (i.e., 98 percent, not 98.2 percent or 98.23 percent). Rounding will use the third (thousandths) digit, and in some cases the next after that (fourth). As an example, 98.49 percent would become 98 percent; 98.50 would become 99 percent. Round percentages of 99.50 and above to 100 percent.

❑ The **Statewide Pass Rate [STAVGPASSRATE]** must be equal to the number of passers divided by the number of takers in the state. The statewide pass rate should be blank if there are fewer than 10 test takers in the state on the assessment (Tables D1, D3, D5) or fewer than 10 test takers in the state overall (Table D2, D4, D6).

❑ The **Statewide Average Scaled Score [STAVGSCALED]** must be a number equal to or greater than zero. The statewide average scaled score should be blank if there are fewer than 10 test takers in the state on the assessment (Tables D1, D3, D5) or fewer than 10 test takers in the state overall (Table D2, D4, D6).

❑ There must be a Table D2 record for every school listed in D1. Table D1 collects single assessment information at the IHE level, and D2 collects this IHE information at the summary level. All schools with assessment information in D1 must be aggregated and listed in D2. This is also the case with Table D4 and D3 and Tables D6 and D5. Summary pass rates must aggregate pass rate data from all testing companies used in the state.

❑ There must be a statewide record for each assessment in D1, D3 and D5.

❑ There must be a summary statewide record in D2, D4 and D6. Summary pass rates must aggregate pass rate data from all testing companies used in the state.

❑ The statewide summary records must use the IHE or Program Code 9999. State summary records must be named Statename Summary (Alabama Summary, for example).

Definitions

Academic year: A period of 12 consecutive months, starting September 1 and ending August 31.

Alternative route to certification or licensure: A teacher preparation program that primarily serves candidates that are the teacher of record in a classroom while participating in the route. Alternative route teacher preparation programs are defined as such by the state.

Cohort of program completers: Individuals who met all requirements of a state-approved teacher preparation program in a given *academic year*. (See definition of "*program completer*.")

Cut score: The minimum score required by the state to pass a teacher certification or licensure assessment.

Enrolled student: A student who has been admitted to a teacher preparation program, but who has not yet completed the program.

Nonclinical coursework: Any course in the teacher preparation program curriculum that focuses on content, such as academic subject matter, and does not require students to participate in the activities of supervised clinical experience as described in the glossary definition may be counted as nonclinical coursework. The curriculum policies of each state and its institutions will identify coursework that is nonclinical or clinical. See *Supervised clinical experience*

Pass rate: The percentage of students who passed assessment(s) taken for initial certification or licensure in the field of preparation.

> *Single assessment pass rate*: The percentage of students who passed the assessment among all who took the assessment.

> *Summary pass rate*: The percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas.

Program completer: A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may *not* be used as a criterion for determining who is a program completer.

Scaled score: A scaled score is a conversion of a student's raw score on a test or a version of the test to a common scale that allows for a numerical comparison between students. Because most major testing programs use multiple versions of a test, the scale is used to control slight variations from one version of a test to the next. Scaled scores are particularly useful for comparing test scores over time, such as measuring semester-to-semester and year-to-year growth of individual students or groups of students in a content area. However, within the same test, different content areas are typically on different scales, so a scaled score of 24 in Mathematics may not mean the same as a scaled score of 24 in Reading.

Teacher certification/licensure assessment: A test or other structured method that measures the qualifications of prospective teachers, has a pass-fail outcome and is used by the state for teacher certification or licensure.

Teacher preparation program: A state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary, middle or secondary schools. A teacher preparation program may be either a traditional program or an alternative route to certification, as defined by the state. Also, it may be within or outside an institution of higher education. For the purpose of reporting, all traditional teacher preparation programs at a single IHE are considered to be a single program.

Test closure date: The date, specified by the state, after which test results will not be included in pass rates for an academic year cohort.

Traditional teacher preparation program: A teacher preparation program that primarily serves undergraduate students without prior teaching or work experience and leads at least to a bachelor's degree.[1]

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[1] Some traditional teacher preparation programs may lead to a teaching credential but not a degree. A traditional teacher preparation program in the outlying areas may lead to an associate's degree.